DOCUMENT RESUME

ED 187 940 CE 025 657

AUTHOR Gallion, Leona M.
TITLE Teaching Shorthand. Delta Pi Epsilon Rapid Reader No. 4.
INSTITUTION Delta Pi Epsilon, St. Peter, Minn.
PUB DATE 80
NOTE 47p.; For related documents see ED 150 327-329.
AVAILABLE FROM Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, MN 56082 ($3.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Audiovisual Aids; Behavioral Objectives; *Business Education; Business Skills; Course Objectives; Instructional Materials; Media Selection; Secondary Education; *Shorthand; *Student Evaluation; *Teaching Methods; Testing

ABSTRACT

This guide provides secondary business teachers with ideas for teaching shorthand and evaluating students. Content is presented in six sections. The first section lists seven behavioral objectives for shorthand instruction. Section 2 presents strategies (suggestions) for handling the various components of shorthand instruction and includes discussions of organizing the class, presenting theory, building reading skill, introducing writing, developing dictation-taking ability, introducing transcription, developing transcription ability, and assigning homework. In discussing selection of instructional materials, section 3 focuses on vocabulary-controlled materials, dictation materials, programmed materials, and workbooks. Section 4 considers using audiovisual aids--dictation tapes and transparencies--as alternatives for shorthand instruction. Section 5 discusses the following areas and tests used for evaluation of student progress: reading, brief/speed form tests, theory tests, dictation tests, and transcription tests. A sample evaluation plan is presented. The last section lists references. An appendix contains a listing of supplementary materials, including speed-building tapes, dictation and test materials, bulletin boards and games, and miscellaneous. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187940

TEACHING SHORTHAND

By

LEONA M. GALLION

Indiana State University
Terre Haute, Indiana

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ellis J. Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 025 657

Published by
Delta Pi Epsilon
National Honorary Professional Graduate Fraternity in Business Education

Preface

Delta Pi Epsilon launched the new planned publications program during the 1976-77 biennium with two series, one targeted at the classroom teacher and the other, the researcher.

The *Rapid Reader* series is geared for the teacher to read and immediately take ideas into the classroom for enlivening and enriching the teaching of business subjects. The *Service Bulletin* series is designed for the researcher, the doctoral or master's candidate, or teacher interested in and/or conducting research. Each publication in both series is written by a recognized authority in the field. Several authors are Delta Pi Epsilon Research Award or Robert E. Slaughter Research Award winners.

Delta Pi Epsilon is proud to present these new publications for use by teachers who want to remain abreast of the latest teaching/learning strategies and research techniques as well as for use in classes such as methods of teaching, principles of business education, and research classes.

Publications released to date include:

Rapid Reader No. 1—*Teaching General Business* by Betty Jean Brown, University of Tennessee, Knoxville, Tennessee

Rapid Reader No. 2—*Teaching Consumer Education* by David K. Graf, Northern Illinois University, DeKalb, Illinois

Rapid Reader No. 3—*Teaching Typewriting* by Gary N. McLean, University of Minnesota, Minneapolis, Minnesota

Rapid Reader No. 4—*Teaching Shorthand* by Leona Gallion, Indiana State University, Terre Haute, Indiana

Service Bulletin No. 1—*Research: Process and Product* by Mildred Hillestad, The Ohio State University, Columbus, Ohio

Service Bulletin No. 2—*Design and Conduct of Educational Surveys and Experiments* by Leonard J. West, Baruch College, The City University of New York, New York, New York

Publications information may be obtained from the National Office of the Fraternity.

©Copyright, 1980, by Delta Pi Epsilon. Printed in the U.S. of America. The views expressed in this publication are those of the author and not necessarily of Delta Pi Epsilon.

1978-1979 DPE NATIONAL EXECUTIVE BOARD:

President: Robert A. Ristau, Eastern Michigan University, Ypsilanti, MI 48197.
Vice-President: R. DerMont Bell, Brigham Young University, Provo, UT 84602.
Secretary: John S. Nigro, North Haven High School, North Haven, CT 06473.
Treasurer: Jeanne L. Holley, University of Mississippi, University, MS 38677.
Historian: LaNeta L. Carlock, Westside High School, Omaha, NE 68124.
Past President: Wanda Blockhus, San Jose State University, San Jose, CA 95192.

1978-1979 DPE NATIONAL PUBLICATIONS COMMITTEE:

Chairman: Jo Ann Hennington, Arizona State University, Tempe, AZ 85281.
Carmela C. Kingston, Trenton State College, Trenton, NJ 08625.
Joan F. Rieman, Lapeer County Voc Tech Center, Attica, MI 48412.
Carroll B. Coakley, University of Tennessee, Knoxville, TN 37919.
Devern J. Perry, Brigham Young University, Provo, UT 84602.

DPE NATIONAL OFFICE:

Executive Secretary: Ellis J. Jones, Gustavus Adolphus College, St. Peter, MN 56082.

Table of Contents

Objectives 1

Teaching Methodology 2
- Organizing the Class 2
- Presenting Theory 2
  - Phonics 3
  - Principles 4
  - Brief/Speed Forms 6
  - Phrasing 6
- Building Reading Skill 6
- Introducing Writing 10
- Developing Dictation-Taking Ability 11
  - Timing the Dictation 12
- Increasing Dictation-Taking Ability 13
  - Using Dictation Aids 14
  - Speed-Building Plans 15
- Introducing Transcription 22
  - Pre-Transcription Experiences 22
  - Transcription Skill Building 22
- Developing Transcription Ability 23
  - Mailability Concept 24
  - Office-Style Dictation 25
- Assigning Homework 26

Selection of Instructional Materials 27
- Vocabulary Control 27
- Dictation Materials 28
- Programmed Materials 29
- Workbooks 29

Using Audio-Visual Aids 29
- Dictation Tapes 29
- Transparencies 30

Evaluation of Student Progress 30
- Reading 31
- Brief/Speed Form Tests 31
- Theory Tests 32
- Dictation Tests 32
- Transcription Tests 34
- Evaluation Plan 35

Supplementary Materials 36

References 36

Appendix 39

Teaching Shorthand

The teaching of shorthand involves the teaching of new skills as well as the integration of these skills into previously and concurrently developed areas. The amount of time available to develop a shorthand skill for employment differs from school to school. Regardless of the amount of time available for shorthand instruction, certain minimum competencies must be developed if the student is to acquire an employable skill. The purpose of this Rapid Reader is to present methodology which will help in developing the competencies necessary for successful employment.

Objectives

The ultimate goal of shorthand instruction must be considered from the very beginning of the shorthand sequence. The final objective is that a student should be able to record material in shorthand from dictation and transcribe the material into a form (letters, memos, or reports) which an employer would be willing to use. Further, the final product should be produced within a reasonable amount of time. The speed (degree of achievement) at which the dictation can be recorded and the rate at which the material can be transcribed will vary from school to school because of the length of the shorthand/transcription program and the quality of the students enrolled in the program.

The shorthand sequence should be designed so that the final objective is a vocationally prepared student. It may be that only two semesters of shorthand instruction can be offered followed by application in a secretarial practice or some other related class. Regardless of the situation, at the end of the shorthand instruction, the student should be able to do the following:

1. Read shorthand notes with speed and accuracy.
2. Write legible shorthand outlines for the abbreviated words and the most frequently used words and phrases.
3. Construct outlines for unfamiliar words during the stress of dictation using the basic principles of shorthand theory.
4. Apply correct transcription procedures to the production of mailable copy.
5. Transcribe dictated material into mailable copy at reasonable production rates.
6. Evaluate work by proofreading.
7. Make necessary corrections neatly and quickly.

Learning activities to help achieve the ultimate goal of shorthand instruction can be divided into several areas. Each of these areas will be discussed in detail.

Teaching Methodology

This section presents a number of strategies (suggestions) for handling the various components of shorthand instruction. Because most shorthand students elect to take the course, motivation is high at the beginning of the semester. Teachers need to capitalize on this built-in motivation and interest by using their own resourcefulness in utilizing the many different approaches and materials available. Shorthand students should not enter the classroom knowing exactly what to expect each day. Using a variety of classroom activities can be extremely motivational. Included in this Rapid Reader are strategies for teaching shorthand which through research and experience have been found to be effective.

Organizing the Class

To utilize effectively every available second in the shorthand classroom and to employ a variety of teaching procedures, the teacher must plan classroom activities on a daily basis as well as on a semester basis. Teaching and learning shorthand involves many different types of activities, and each minute of the class period must be devoted to activities which will meet the ultimate goal of shorthand instruction.

An especially effective method is to prepare daily lesson plans on cards (5 × 8 preferred). These cards are easy to use while writing on the chalkboards, using the overhead projector, or directing student activities. The cards should not be reused semester after semester but should be prepared for a specific class each term. Figure 1 is an example of a daily lesson plan for Lesson 21, Gregg Series 90 Shorthand.

Another useful device is to have students fill out class cards (3 × 5 inch preferred) with various kinds of information. These cards can be shuffled so that when students are asked to recite, they are selected in random order. Also, information about the student's progress can be written on the card, which is helpful in making appropriate comments of encouragement. Figure 2 is an example of a class card.

Presenting Theory

Several research studies have shown that the ability to write correct shorthand outlines is important to success in writing and transcribing shorthand (for summaries of these studies see Anderson, 1969; Gallion, 1971; and Gaffga, 1976). There is further indication that students need a basic vocabulary of words which must be mastered to the extent that the words are automatized (Ober, 1975). The instructional components necessary to build a basic shorthand vocabulary will be discussed individually.

Figure 1. Example of a Daily Lesson Plan

Present Lesson 21; Read Lesson 20; Write Lesson 16

1. Present brief forms on chalkboard advantage several ever, every suggest out very Rapid, random reading in concert	4 min.
2. Present **ten** blend on chalkboard attention bulletin written tonight stand assistance Rapid, random reading in concert	4 min.
3. Present **den** blend on chalkboard student danger deny dinner sudden evident Rapid, random reading in concert	4 min.
4. Individual reading from Lesson 20 (Letters 185, 186, 187)	10 min.
5. Drill on brief forms & principles	1 min.
6. Present **-tain** word ending obtain certain maintain attain Rapid, random reading in concert	4 min.
7. Speed build (Speed-Forcing Plan) Letter 16-1, p. 61 (Gallion book) Use preview words, p. 61	15 min.
8. Dictate brief forms & selected words from parts 2, 3, 6. Students are to write words in notebook.	3 min.
Total Time	45 min.

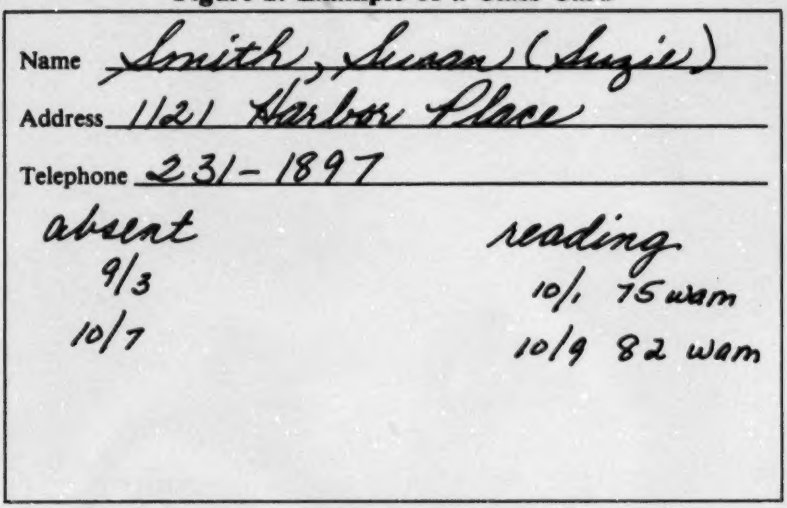
Phonics. Because success in shorthand is based upon the writer's ability to recognize sounds, the teaching of shorthand should begin with a study of phonics (writing by sound). Without a phonics background, weeks may pass before a student really understands that in shorthand only the sounds heard are written. A simple way to emphasize phonics when introducing theory is to teach students to write in longhand only the sounds heard in words illustrating a particular theory point the day prior to presenting the shorthand symbols for the word. For example, the day before the "m" and "n" are to be presented in shorthand, the students should be given some words spelled phonetically (e.g., "ma" for "may"; "nam" for "name").

In addition, they could be asked to read printed connected material which is also spelled phonetically (e.g., "Ma mit mal mor latr" would be read "May might mail more later").

Sentences and words can be selected from the teaching materials to present the phonetic equivalents. A similar procedure can be used to introduce Brief/Speed Forms which must be taught as abbreviations rather than phonetic spellings. To illustrate, after informing students that the letter "t" stands for "it" or "at" and the letter "s" for "is" or "his," students might be asked to read the following sentence: "Ples plas t by s nam" (Please place it by his name).

Only a small portion of class time (no more than 5 to 10 minutes) would need to be devoted to phonics. Using the overhead projector with transparencies prepared prior to class would be an efficient way to handle phonics drills.

Figure 2. Example of a Class Card



Principles. The in-class presentation of theory principles is very important and should be an integral part of each lesson. Students should be thoroughly exposed to each principle in a lesson **prior** to that lesson being assigned for homework.

When presenting theory, all words should be **written** on the chalkboard or on a transparency using large, legible, well-proportioned outlines. Students should be expected to give their undivided attention to the teacher's presentation on the chalkboard. Since students should observe the way shorthand outlines are constructed, it is **not** an acceptable practice to prepare transparencies in advance or to write the words on the chalkboard prior to the beginning of class.

The symbol (character) is first written on the chalkboard with emphasis on the direction in which the symbol is written. The correct pronunciation of the new stroke should be given. This spelling should be consistent with the author's recommendation (for Gregg shorthand refer to the section on "Suggested Names for Shorthand Symbols" in the *Instructor's Handbook;* for Century 21 Shorthand refer to the "Century 21 Shorthand Sound/Spell System" in the *Teacher's Manual* or listen to the Sound/Spell tape). The teacher should study carefully the shorthand sounds for each principle prior to presentation to the class.

The words selected to illustrate each theory principle should always be spelled by the teacher as they are written on the chalkboard or transparency. After writing the first word, the teacher should point to the word while the students spell and pronounce the word in unison. At this stage, the teacher may wish to use a different color of chalk or a different color of transparency pen to write over the portion of the outline illustrating the principle being studied.

Although no research has been undertaken in shorthand to determine whether using color would be more effective in learning the principles, research in cognitive learning (Hillestad, 1979) indicates that it should be more effective. The use of color was first suggested by Hillestad (1979) and has been used by the author in beginning shorthand classes, where the procedure seemed to be effective.

Another word should be selected and written fluently on the chalkboard while the teacher spells the word. The teacher then points to the new word while the students spell and pronounce the word, and the teacher traces over the new shorthand stroke. This procedure should continue until the entire word group selected to illustrate the new principle has been placed on the chalkboard with the students spelling the words in unison rapidly and in random order.

The students should be asked to spell aloud and pronounce the words in unison without the teacher joining them. Occasionally, the teacher may wish to join in to increase the pace; however, the pace is best set by the teacher pointing to the words at a rapid and challenging pace. After the students have spelled and pronounced the words several times in unison, individual students might be called upon to read the outlines in random order. The outlines illustrating each principle should be left on the chalkboard or transparency for drill throughout the class period.

Several words should be selected to illustrate each theory principle. These words should be written in groups of approximately three lines of three words each as shown below:

x x x

x x x

x x x

This allows for ease in referring to the words for quick recall drill.

Evidence exists (Hillestad, 1977) that students may learn the shorthand principles better if asked to write the word from memory after drill on spelling and pronouncing the word. Thus, the words should be dictated with the student writing the word in shorthand from memory. Prior to dictating the word, the teacher may wish to rewrite the outline to give the students an opportunity to observe again the correct construction of the outline.

The procedure discussed for presenting theory should be repeated until all shorthand principles in the lesson have been presented.

Brief/Speed Forms. Introducing shorthand abbreviations (Brief/Speed Forms) should be handled similarly to the procedure used to present shorthand principles. However, since these words are abbreviations, they must be automatized and should not be spelled, since the sounds of the characters do not provide a clue to the word. Therefore, outlines should be written on the chalkboard or transparency and pronounced during intensive drill practice. When the outline is first presented, the teacher may prefer to spell the outline so that the students will be certain which characters constitute the Brief/Speed Form; however, students should be instructed to pronounce only the word during drill.

Because these words are abbreviations, students must thoroughly master the basic forms and be able to construct derivatives or words which use the basic form. Automatization can be achieved through repeated, concerted drill. When Brief/Speed Forms are introduced in a lesson, they should be presented as early as possible in the class period and left on the chalkboard so that frequent review (concerted and individual drill) can be provided throughout the class session. The grouping of the outlines on the chalkboard should be similar to that suggested for grouping the words illustrating the principles.

Phrasing. Phrasing (combining two or more consecutive words into one shorthand outline) is used to increase the student's notetaking ability. As such, classroom drill on easily joined, commonly used phrases as well as the basic phrasing principles (e.g., the use of "t" for "to" before a downstroke) should be presented in the same way as for the Brief/Speed Forms. Those phrases chosen for class emphasis should be practiced until they are automatized, since phrases that are not automatically recalled by the student during the pressure of dication will decrease the speed of notetaking.

Building Reading Skill

Another important activity in shorthand is the development of adequate reading ability. The student who is able to read shorthand rapidly and fluently is more likely to write shorthand rapidly and transcribe at a reasonable rate of speed.

During the beginning stages of reading, the student recognizes only one shorthand stroke at a time (Brewington, 1947). If reading skill is to develop, the student must progress quickly to recognizing words and phrases and eventually to reading in thought units (a group of words which fall together naturally in speaking).

Reading skill must be emphasized and developed in the classroom. At first, students should read in unison from the shorthand textbook and should orally spell the words by the shorthand symbols prior to pronouncing (first three to five lessons). Concentrated chalkboard drill on Brief/Speed forms, principles, and phrases should precede the reading of the connected material. As soon as students begin to recognize words rather than strokes, the spelling of the shorthand outline becomes less useful; students should then be encouraged to spell only those words they do not recognize quickly. At this point, unison reading also becomes less valuable; and most classroom reading should now be on an individual basis. When a student does not recognize a word after spelling it, the teacher should prompt immediately.

While one student reads individually, all other students should be required to trace the outlines with the non-writing end of their pen. This forces all students to concentrate on the material being read. Students should be selected to read on a random basis (use class cards similar to that shown in Figure 2, page 4). Occasionally, a student should read more than once during the class period.

Classroom reading time should be spent on material which has been assigned for homework previously. Students should be taught to refer to the student transcript for assistance in reading while preparing homework. Initially, students should read from their textbook; however, after some basic reading skill has been developed, students should read from their own homework notes.

Students should be encouraged to develop rapid reading rates by setting reading goals aimed at achieving a minimum reading rate of 150 words a minute (wam) by the end of the first semester. This may be accomplished by choosing one or more of the following alternatives for encouraging rapid reading.

1. *Class Homework Reading Goals.*

   To use class homework reading goals, the amount of time in which the homework reading assignment should be completed is determined. Students are given a maximum amount of time in which they should complete their homework assignment. If the homework reading assignment is not completed within the desired amount of time, the student is instructed to reread the assignment until it can be read within the time allowance. In the beginning, reading goals should be about 75 wam with the goal gradually increased until a 150-wam goal is reached.

   The amount of time in which a student should be able to complete the reading assignment at a specific rate of speed can be determined by totaling the number of words in the homework reading assignment and dividing that total by the desired reading rate. For example, if the lesson contains 525 words and the desired reading rate is 75 words a minute, the student should be asked to complete the homework reading assignment in 7 minutes or less (525 ÷ 75 = 7).

2. *Individual Homework Reading Goals.*

With this method, individualized homework reading goals are used. After establishing the student's reading rate, goals are established for each student that are about 5 words a minute faster than the previous rate. Students are asked to figure their homework reading speed by totaling the number of words in all of the letters in the reading assignment, timing the reading of the lesson and converting the time into the total number of seconds, and figuring the words a minute reading speed by using this formula.

$$\text{Total words read} \times \frac{\text{60 (seconds in a minute)}}{\text{Total seconds required to read lesson}}$$

For example, if a student read 525 words in 7 minutes, the reading speed rate would be 75 words a minute or

$$525 \times \frac{60}{420} = 75$$

3. *Paired In-Class Group Reading.*

This type of reading activity can be completed using a minimum of class time and can encourage students to improve their reading rates. To use paired in-class group reading, students are divided into pairs with one student in the pair selected to read first while the other person supplies assistance. Students supplying assistance are allowed to use the transcript and are instructed to wait approximately 5 seconds before prompting.

Students read for a predetermined length of time (e.g., 2 minutes) with the reading rate per minute computed in the following way;

$$\text{Reading rate} = \frac{\text{Total number of words read}}{\text{Number of minutes read}}$$

After the first student finishes reading, the student who prompted during the first reading now reads with the other student prompting. In about 6 minutes, reading scores can be obtained for all class members.

Students can be taught to calculate their reading rate by totaling the number of words read. This number can be approximated by using the number of words in a letter for any letter completed and using the 20 standard-word groupings to determine the approximate number of words read in letters not completed.

Individual reading goals should be set which are at least 5 wam faster than the previous reading score.

4. *Individual In-Class Reading.*

With individual in-class reading, students read for one-half to one minute in class with the reading rate per minute calculated.

The Reading Goal Speed Chart (Figure 3) developed by Perry (1974) is useful in determining reading speeds for letters of various lengths.

Figure 3
Reading Goal Speed Chart

Words in Letter	Reading Speed (Words per Minute)																	
	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240
50	:43	:38	:34	:30	:27	:25	:23	:22	:20	:19	:17	:17	:16	:15	:14	:14	:13	:13
52	:44	:39	:35	:31	:28	:26	:24	:22	:21	:20	:19	:17	:17	:16	:15	:14	:14	:13
54	:46	:41	:36	:32	:29	:27	:25	:23	:22	:20	:19	:18	:17	:16	:16	:15	:14	:14
56	:48	:42	:37	:34	:31	:28	:26	:24	:22	:21	:20	:19	:17	:17	:16	:15	:14	:14
58	:50	:44	:38	:35	:32	:29	:27	:25	:23	:22	:20	:19	:19	:17	:17	:16	:15	:14
60	:52	:45	:40	:36	:33	:30	:28	:26	:24	:25	:21	:20	:19	:18	:17	:16	:16	:15
62	:53	:47	:41	:37	:34	:31	:29	:26	:25	:23	:22	:20	:20	:19	:18	:17	:16	:16
64	:55	:48	:43	:38	:35	:32	:29	:28	:26	:24	:23	:22	:20	:19	:18	:17	:17	:16
66	:57	:49	:44	:40	:36	:33	:30	:28	:26	:25	:23	:22	:21	:20	:19	:18	:17	:17
68	:58	:51	:45	:41	:37	:34	:31	:29	:27	:25	:24	:23	:22	:20	:19	:19	:18	:17
70	1:00	:53	:47	:42	:38	:35	:32	:30	:28	:26	:25	:23	:22	:21	:20	:19	:18	:17
72	1:02	:54	:48	:43	:39	:36	:33	:31	:29	:27	:25	:24	:23	:22	:20	:20	:19	:18
74	1:03	:55	:49	:44	:40	:37	:34	:32	:30	:28	:26	:25	:23	:22	:21	:20	:19	:19
76	1:05	:57	:51	:46	:41	:38	:35	:33	:30	:28	:27	:25	:24	:23	:22	:21	:20	:19
78	1:07	:58	:52	:47	:43	:39	:36	:33	:31	:29	:28	:26	:25	:23	:22	:21	:20	:20
80	1:09	1:00	:53	:48	:44	:40	:37	:34	:32	:30	:28	:26	:25	:24	:23	:22	:21	:20
82	1:10	1:01	:55	:49	:45	:41	:38	:35	:33	:31	:29	:28	:26	:25	:23	:22	:22	:20
84	1:12	1:03	:56	:50	:46	:42	:39	:36	:34	:31	:29	:28	:26	:25	:24	:23	:22	:21
86	1:14	1:04	:57	:52	:47	:43	:40	:37	:34	:32	:31	:29	:27	:26	:25	:23	:22	:22
88	1:15	1:06	:59	:53	:48	:44	:41	:38	:35	:33	:31	:29	:28	:26	:25	:24	:23	:22
90	1:17	1:08	1:00	:54	:49	:45	:42	:39	:36	:34	:32	:30	:28	:27	:26	:25	:23	:23
92	1:19	1:09	1:01	:55	:50	:46	:42	:39	:37	:34	:32	:31	:29	:28	:26	:25	:24	:23
94	1:21	1:10	1:03	:56	:51	:47	:43	:40	:38	:35	:33	:31	:29	:28	:27	:26	:25	:23
96	1:22	1:12	1:04	:58	:52	:48	:44	:41	:38	:36	:34	:32	:31	:29	:28	:26	:25	:24
98	1:24	1:13	1:05	:59	:53	:49	:45	:42	:39	:37	:35	:32	:31	:29	:28	:27	:26	:25
100	1:26	1:15	1:07	1:00	:55	:50	:46	:43	:40	:38	:35	:34	:32	:30	:29	:27	:26	:25
102	1:27	1:16	1:08	1:01	:56	:50	:47	:44	:41	:38	:36	:34	:32	:31	:29	:28	:26	:26
104	1:29	1:18	1:09	1:02	:57	:52	:48	:45	:42	:39	:37	:35	:33	:31	:30	:28	:27	:26
106	1:31	1:19	1:11	1:04	:58	:53	:49	:45	:42	:40	:37	:35	:34	:32	:30	:29	:28	:26
108	1:33	1:21	1:12	1:05	:59	:54	:50	:46	:43	:40	:38	:36	:34	:32	:31	:29	:28	:27
110	1:34	1:23	1:13	1:06	1:00	:55	:51	:47	:44	:41	:39	:37	:35	:33	:31	:30	:29	:28
112	1:36	1:24	1:15	1:07	1:01	:56	:52	:48	:45	:42	:40	:37	:35	:34	:32	:31	:29	:28
114	1:38	1:25	1:16	1:08	1:02	:57	:53	:49	:46	:43	:40	:38	:36	:34	:32	:31	:30:	29
116	1:39	1:27	1:17	1:10	1:03	:58	:54	:50	:46	:43	:41	:38	:37	:35	:33	:32	:30	:29
118	1:41	1:28	1:19	1:11	1:04	:59	:54	:51	:47	:44	:41	:40	:37	:35	:34	:32	:31	:29
120	1:43	1:30	1:20	1:12	1:05	1:00	:55	:51	:48	:45	:43	:40	:38	:36	:34	:33	:31	:30
122	1:45	1:31	1:21	1:13	1:07	1:01	:56	:52	:49	:46	:43	:41	:38	:37	:35	:33	:32	:30
124	1:46	1:33	1:23	1:14	1:08	1:02	:57	:53	:50	:46	:44	:41	:39	:37	:35	:34	:32	:31
126	1:48	1:34	1:24	1:16	1:09	1:03	:58	:54	:50	:47	:44	:42	:40	:38	:36	:34	:33	:32
128	1:50	1:36	1:25	1:17	1:10	1:04	:59	:55	:51	:48	:45	:43	:40	:38	:37	:35	:34	:32
130	1:51	1:38	1:27	1:18	1:11	1:05	1:00	:56	:52	:49	:46	:43	:41	:39	:37	:35	:34	:32
132	1:53	1:39	1:28	1:19	1:12	1:06	1:01	:57	:53	:49	:47	:44	:41	:40	:38	:36	:34	:33
134	1:55	1:40	1:29	1:20	1:13	1:07	1:02	:57	:54	:50	:47	:44	:43	:40	:38	:37	:35	:34
136	1:57	1:42	1:31	1:22	1:14	1:08	1:03	:58	:54	:51	:48	:46	:43	:41	:39	:37	:35	:34
138	1:58	1:43	1:32	1:23	1:15	1:09	1:04	:59	:55	:52	:49	:46	:44	:41	:40	:38	:36	:35
140	2:00	1:45	1:33	1:24	1:16	1:10	1:05	1:00	:56	:53	:49	:47	:44	:42	:40	:38	:37	:35
142	2:02	1:46	1:35	1:25	1:17	1:11	1:06	1:01	:57	:53	:50	:47	:45	:43	:41	:39	:37	:35
144	2:03	1:48	1:36	1:26	1:19	1:12	1:06	1:02	:58	:54	:51	:48	:46	:43	:41	:39	:38	:36
146	2:05	1:49	1:37	1:28	1:20	1:13	1:07	1:03	:58	:55	:52	:49	:46	:44	:42	:40	:38	:37

Introducing Writing

Writing should be introduced early in beginning shorthand. Although much has been written about the differences in the reading approach and the writing approach, the Series 90 Gregg shorthand authors recommend in the *Instructor's Handbook* (Gregg, et al., 1978, p. 12) that teachers using the reading approach should introduce writing in Lesson 6; those using the writing approach should introduce writing the first class session. Thus, with either approach writing begins early. Likewise, the authors of Century 21 shorthand in their *Teacher's Manual* (Christensen et al., 1974, p. 19) place the formal introduction of writing in Lesson 11. However, they indicate that "the writing process may be initiated at any point in the course—either before or after Lesson 11."

Regardless of when writing is introduced, students should be prepared for writing by observing the teacher's correct writing techniques on the chalkboard or on an overhead transparency. These correct techniques should include writing outlines with a quick writing motion in good proportion with outlines placed on the correct line of writing (whether the line is real or imaginary).

Initial writing activity should be carefully planned and should be used no more than a few minutes (around 10 minutes of actual writing). The material selected for writing should be words students have studied thoroughly and should consist of words, phrases, and very short sentences. One recommended practice is to drop back several lessons from the lesson being presented and choose and/or prepare appropriate writing material from that lesson.

Prior to the first day of writing, students should be reminded to bring their writing supplies to class. These should include either a ball point pen or a regular fountain pen, a stenographer's notebook, and a rubber band. On the day writing is introduced, the correct procedures for using the stenographer's notebook should be discussed, including writing down columns, writing on one side of a page until the notebook is full on that side and then reversing the notebook, using a rubber band to find blank pages quickly in the notebook, and dating each page at the bottom.

The teacher should determine whether any students write left-handed. If so, these students should be shown how to write in the right column of their notebook first and then in the left column. For those left-handed students who also write upside down, the stenographer's notebook should be turned upside down while writing (spiral binding at bottom rather than top).

Material used to introduce writing should be written first on the chalkboard or on a transparency by the teacher. Words may be written on the chalkboard, and the students asked to spell and pronounce the words prior to writing them. If chosen carefully, words can be presented for writing in isolation with the same words combined into short, easy sentences. This allows for material to be timed from the very beginning, which forces students to write and not draw the shorthand outlines.

Each student should be observed while writing shorthand so that helpful suggestions can be made and errors corrected. Errors in proportion, direction of stroke, and contrasts between straight and curved strokes should be corrected during initial writing stages. Also, not everyone writes shorthand with exactly the same size stroke as the examples in the textbook. Teachers should accept each student's natural style of writing shorthand outlines.

Developing Dictation-Taking Ability

Dictation should begin as soon as students start writing shorthand. Early dictation practice may consist of writing very short sentences selected from material just presented on the chalkboard. Material used for initial dictation should be easy and familiar to the students, since easy practice material develops speed more effectively than difficult practice material. Many teachers prefer to use materials practiced several days earlier or to use controlled material consisting only of words the students have previously studied in isolation.

For dictation to be of value, it must be timed and repetitive (repeated at increasingly faster rates). The rate of dictation should be at least 50 words a minute (preferably 60 wam) during the initial stages. The length of the material to be dictated should be short (no more than 15 to 20 seconds), with the amount of the material increased as the student develops dictation-taking ability.

Controversy exists among shorthand teachers as to whether new-matter dictation should be given early in beginning shorthand or whether it should be delayed until after the completion of shorthand theory. Those teachers who delay new-matter dictation generally prefer to use shorthand textbook material several lessons behind the one being studied. Further, many teachers permit students to keep textbooks open during dictation practice. Although there is value in having the shorthand plate material readily accessible for reference, care must be taken to assure that students are not merely "copying" the material from the textbook rather than taking it from dictation.

The question of when to begin new-matter dictation has not been completely answered by research. However, two investigations (Persing, 1966; McKenna, 1966) indicated that early introduction of new-matter dictation did not result in an increase in skill nor did it retard students in their ability to take and transcribe new-matter dictation. Further, some teachers appear to have been effective delaying new-matter dictation while others have been equally effective using only new-matter dictation. Possibly the length and type of material selected for practice is the important factor.

To provide practice which challenges students yet alows them to experience success, dictation practice should be timed. From the beginning, students should be taught to respond quickly by writing words rather than drawing outlines. Research indicates that fast motions are different from slow motions speeded up (Eiken, 1965). Not only will dictating slowly (below 60 words a minute) encourage students to draw their outlines, it may

also require the unlearning of slow responses (slow rate of speed) and the relearning of new responses (faster rates of speed).

Timing the Dictation. Most dictation material has been marked for dictation in one of two ways—twenty standard-word groupings or quarter-second time intervals for dictation at a designated rate of speed.

Twenty standard-word groupings are used to mark material for dictation at any speed. A twenty standard-word grouping consists of twenty standard shorthand words containing an average of 1.4 syllables for each word. Thus, each standard-word grouping consists of 28 syllables (20 standard words × 1.4 syllables = 28 syllables). The average of 1.4 syllables per word has been traditional in counting material for dictation purposes; however, it is an arbitrary value and should not be considered a measure of the difficulty of dictation material since recent research shows that the average word in written business communication is above 1.5 syllables per word.

When dictation material is marked in twenty standard-word groupings, a small superior number is used to indicate the end of each word grouping. These superior numbers begin with the number one to indicate the end of the first standard-word grouping and continue consecutively throughout the dictation material. Once material has been counted into twenty standard-word groupings, a guide for dictating material at various speeds can be used to determine the time intervals to dictate material at different rates of speed (Figure 4).

Figure 4
Time Intervals for Dictating Material Counted in Twenty-Standard Word Groupings
(Christensen et al., 1974, p. 31)

	Rate Desired for Dictation (*wam*)																			
	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135	140
Elapsed	30	27	24	22	20	19	17	16	15	14	13	13	12	11	11	10	10	9	9	8	8
Time in	60	53	48	44	40	37	34	32	30	28	26	25	24	23	22	21	20	19	18	17	17
Seconds		20	12	5	60	55	51	48	45	42	40	38	36	34	33	31	30	28	27	26	25
						14	8	4	60	56	53	51	48	46	44	42	40	38	37	35	34
										11	6	3	60	57	55	52	50	47	46	44	42
														9	6	3	60	57	55	53	51
																		6	4	2	60

To use this chart, look under the column headed by the rate at which you wish to dictate. The figures under each column heading indicate the number of seconds which should elapse as each 20-word group is dictated. For example, to dictate at 65 *wam*, the first 20-word group should be dictated in 19 seconds, the second 20-word group should be dictated by the time 37 seconds have elapsed, and so on.

These time indications have been rounded and carried through the first minute, but may be used when dictating for longer periods: If the last figure is 60, simply repeat the cycle; if the last figure is other than 60, return the sweep hand of the stop watch to zero when the last figure is reached, then repeat the cycle.

A teacher who wishes to prepare material for dictation which illustrates points already covered in class (e.g., short sentences, paragraphs, or letters) would be able to prepare this material for timing by counting the syllables in the material. After each 28 syllables, a superior figure can be used to indicate the end of the standard-word grouping, thus making the material adaptable to any dictation speed.

Dictation material counted in quarter-minute time intervals is intended for dictation at a designated rate of speed. These materials are used mainly for testing purposes, as they are not as easily adaptable to classroom speed building. The speed of the dictation is designated with each quarter-minute time interval indicated by a diagonal (/). A number in parentheses (1) is used to indicate when each minute of dictation has elapsed. To dictate these materials at the designated speed, fifteen seconds should elapse between each marking.

A speed conversion chart can be used to adapt the dictation material from one speed to another, thus making it possible to use these materials for speed building. Figure 5 provides such a conversion chart. To use this chart, find the speed for which the material is marked (in quarter minutes) in the left-hand column. Follow that line horizontally until the speed at which the material is to be dictated is located. The numbers given are the number of seconds which should elapse between the indicators in the passage.

Figure 5
Speed Conversion Chart Showing Elapsed Time in Seconds for Material Counted in Quarter-Minute Time Intervals

Speed Material is Marked	Speed Desired (words a minute)									
	60	70	80	90	100	110	120	130	140	150
40	10	8.5	7.5	6.5						
50	12.5	11	9	8	7.5	7	6.5	6		
60	15	13	11	10	9	8	7.5	7		
70	17	15	13	11.5	10.5	9.5	9	8	7	
80	20	17	15	13	12	11	10	9	8.5	8
90	22.5	19	16.5	15	13.5	12	11	10	9.5	9
100	25	21	19	17	15	14	12.5	11.5	10.5	10
110		23.5	21	18	16	15	14	13	11.5	11
120			22.5	20	18	16	15	14	13	12
130				21.5	20	17.5	16	15	13.5	13
140				23	21	19	17.5	16	15	14
150					22.5	20.5	18.5	17	16	15

Increasing Dictation-Taking Ability

Speed building should begin shortly after students learn to write shorthand from dictation. This activity should not be delayed until the second or third semester but should be an integral part of each semester. If speed is developed on easy, familiar material, students should learn to write shorthand at increasingly faster rates of speed.

Using Dictation Aids. Dictation aids are an important part of a speed-development program and should be used regardless of the speed goal of the dictation. Although previewing is the most commonly used type of dictation aid, other aids are also effective and should be selected to provide variety.

Previewing consists of selecting words and phrases from material to be dictated and presenting these words or phrases to the students prior to dictating the material. The words are spelled and written on the chalkboard by the teacher. Usually after the outlines are written, the teacher points to the words in a random order and the students spell and pronounce the words. The words are then dictated to the students so they have an opportunity to write the isolated words from dictation. Previewing helps the students see how the outline is constructed; thus, in most instances, preview words should be written with the student observing the outline construction.

Words to be used for preview are usually arbitrarily selected by the teacher. Possibly a better method would be to preview those words that are beyond the 1500 most frequently used words, since the students would not have been exposed to those words as many times as to the more frequently occurring words. If students are to refer to the preview words between passages of dictation, placing the words in alphabetical order would facilitate location of the words.

In the beginning stages of speed development, a teacher may prefer to use tracing occasionally. With tracing, the student writes over correctly constructed outlines while the material is dictated.

Several different tracing plans may be used. Included among them are having students trace over their homework notes, using onion-skin paper and tracing over shorthand plate material in the textbook, and duplicating shorthand outlines for the material to be dictated, with students tracing over the specially prepared material. If tracing is used, the dictation should be fast so that students are forced to write the outlines rapidly. In addition, students should use the outlines as a guide and not try to force their writing to duplicate exactly the material being traced.

Scribble writing can be used when the material to be dictated is taken from the textbook. Students are instructed to open their textbooks to the shorthand plate material to be dictated and, while the material is dictated at a rapid rate of speed, to write the outlines in their stenographer's notebook while reading the shorthand plate material in the textbook. Students are encouraged to write something for each word. Since students are not looking at their writing, they will not be able to read what they have written.

Material used for scribble writing should be dictated at a speed considerably higher than that which students can normally record. However, the dictation should not exceed the students' reading rate. After the letter has been scribble written, it should be dictated with the students writing it in the regular manner. Although scribble writing should not be used exclusively, it is helpful in forcing students to respond to the spoken word quickly

and may help overcome the tendency to draw outlines. Further, it can be used at any speed level to indicate to students that it is possible to write at that speed.

Reading may be used as a dictation aid when students read the material to be dictated prior to its being dictated. Reading preview may be handled by having students read individually or having the entire class read in unison. In the early stages of speed development, reading can be combined with some other type of dictation aid such as preview words.

Postview is also used as a dictation aid, especially after the initial speed building stages. With postview, words are not selected prior to the dictation but are written on the chalkboard as requested by the students after the material is dictated the first time. Often postview is used in conjunction with preview. However, in later stages of shorthand skill development, postview only is also a desirable practice.

Speed-Building Plans. The development of speed in writing from dictation should be accomplished through a systematic plan in which each class period contains some time devoted to this activity. Several formal speed-building plans are available to provide variety. For the most part, these plans provide for short, intensive periods of speed building followed by appropriate rest periods from writing. During these rest periods, the students usually review preview words or read from their notes. Also, if students are to learn to write rapidly, repetition must be provided, with each repetition given for a specific purpose (e.g., being able to get more of the dictation than before or making notes more legible).

Since many different speed-building plans are available, plans can be selected in conjunction with a variety of dictation aids. The plans presented in this Rapid Reader can be used as given, or they may be modified to fit within the time limits and speed level of the class.

One-Minute Plan
(Leslie et al., 1978)

Assume that a class is able to write dictation for one minute at the rate of 60 words a minute. The procedure would be as follows:

1. Place on the board the preview (about 10 outlines) for the first 90 words of the dictation, taking not more than 60 to 90 seconds to put the preview on the board and have a quick reading drill. The students should read these previews as the teacher points quickly at random. Students do not write the previews.
2. Dictate the first 60 words in 1 minute. Have the students who got the dictation raise their hands after each dictation. When more than half the students raise their hands, the piece may be redictated about 15 words a minute faster. Give the students an opportunity to ask for additional outlines.
3. Take 15 seconds to have students reread the preview quickly from the board.

4. Dictate 75 words during 1 minute—that is, the 60 words previously dictated and an additional 15 words. Ask how many got everything. Have students read back.
5. Have students read the preview again from the board in not more than 10 to 15 seconds.
6. Dictate 90 words in 1 minute—that is, the 75 words previously dictated and an additional 15 words. Not all the students may get this dictation, but urge them to keep on and write as much of it as they can. Again, give them an opportunity to ask for additional outlines.
7. Finally, redictate all the material at 75 words a minute, for control.
8. Repeat Steps 1 to 7 for the next 90 words of the dictation.
9. Then dictate, at approximately 75 words a minute, the first 180 words of the take. Ask students to read back about half of this dictation.
10. Repeat Steps 1 to 7 for the next 90 words.
11. Finally, redictate the entire 270 words at 75 words a minute. The speed will vary, of course, with the class and with the difficulty of the material.

Pyramid Plan
(Blanchard, 1951)

Here are the steps in the pyramid plan applied to a class already writing 60 words a minute.

1. Select from the textbook a take of approximately 400 words.
2. Prior to the dictation period assign for study a preview consisting of at least 10 percent of the take.
3. (This is the first step in class following the study assignment. It should be preceded always by a brief 2-minute warmup on easy brief-form matter. The purpose of this warmup is to get every student ready to write.) Place the entire preview on the chalkboard in large outlines. Have students read the outlines once rapidly and write them once from dictation at the rate of one outline a second. Leave this preview on the board throughout the period so students may check their own outlines against the correct ones without wasting the time of the other students. (2 minutes)
4. Dictate 300 words of the take at 60 words a minute. The purpose of this initial dictation is to give students the satisfaction of knowing that they can write the new take at their present rates of speed. (5 minutes)
5. Have the first half of the dictation read back by one or two students. Assist the readers as much as necessary. (2 minutes)
6. Dictate 4 half-minute takes at exactly 100 words a minute, stopping a few seconds between each dictation. Instruct the students to finish each take even though they must write after you stop dictating. These four takes will cover the first 200 words of the material. Have only one of the takes read back, preferably the second half minute. (3 minutes)
7. Redictate the 4 half-minute takes at 90 words a minute without stopping. (2½ minutes)

8. Have the last half of this take read back.
9. Repeat the procedure in Step 6, giving 4 more half-minute takes. At the end of this step you will have dictated the entire 400 words. Have the last half-minute take read back.
10. Redictate these 4 half-minute takes at 90 words a minute without stopping and have the first half read back.
11. Have the students rest a minute or two and then redictate the entire take of 400 words at 80 words a minute—the goal for which you are striving. (7 minutes)
12. Have the students read approximately 200 words of the last take, starting in the middle of their notes.

(Total time for the 12 steps is 30 minutes.)

Flood Plan
(Flood, 1951)

This technique provides for a few minutes' practice each day and progresses in this manner:

1. *First Day*—Dictate a letter containing approximately 100 words at 60, 70, 80; drop back the fourth take to the initial speed for the day. Students are urged to keep writing, even though they may have to leave out part of the dictation.
2. *Second Day*—Dictate the same letter at 70, 80, 90; drop back to 70. Again, students are urged to practice on the letter at home and keep trying, even though the highest rate is beyond their ability.
3. *Third Day*—Dictate the letter at 80, 90, 100; drop back to 80. Each day, the final take is given at the lowest rate for the day. This plan gives students an opportunity to refine their notes, which will build their confidence, and give them a feeling of success.
4. *Fourth day*—Start at 90, 100, 110; drop back to 90.
5. *Fifth Day*—Start at 100; build up to 120. Then, drop back to 100. Call the attention of the students to the fact that they have increased their rate on that letter approximately 40 wam. Assign another letter for the following week so that the difficult parts can be practiced at home.

As students increase their writing rate, the initial speed on Monday should be increased.

Hillestad Plan
(Hillestad, 1965)

This plan of speed building is a variation of the Pyramid Plan as developed by Blanchard and may be used at any rate of dictation so long as the material to be dictated is counted into quarter-minute segments.

The number of syllables and standard words in each quarter minute for all rates from 60 to 140 words a minute is shown in Table I.

Table I

Syllables and Standard Words in
Each Quarter Minute of Dictation

Rate of Dictation	Standard Words	Syllables
60	15.0	21
70	17.5	24-25
80	20.0	28
90	22.5	31-32
100	25.0	35
110	27.5	38-39
120	30.0	42
130	32.5	45-46
140	40.0	49

The following piece of dictation, counted for 60 words a minute (21 syllables, 15 standard words in each quarter minute), is provided to illustrate specifically how this dictation speed-building scheme works. For purposes of explanation the copy is set with each quarter minute of material numbered for easy reference.

Illustration I

1. Dear Customer: Enclosed is the bill of *lading* for your recent purchase
2. at *Johnson's*. We hope it will arrive in good condition and that you will be pleased
3. with the merchandise. We filled your order from our factory warehouse as soon as the goods
4. were available. However, if the goods should happen to be *damaged* in shipment or
5. should any goods be *missing*, the shipping company requests that you have their
6. agent make a note of the damage on the freight bill or make a bad-order report. In case
7. of a claim send us the freight bill or the bad-order report, as we will be happy to
8. file your claim for you. We have just received our new shipment of spring mer-
9. chandise. You may be interested in coming to our store on *Monday* morning, *February* 1. As
10. you know, our store is usually closed on *Monday* morning, but we are
11. *opening* in order to give our regular customers first choice. Please bring this
12. letter with you *Monday* morning. Thank you again for shopping at *Johnson's*. Yours truly, Traffic Department

The following are the steps in speed building.

First Cycle:

1. Preview a few words that are likely to cause trouble for the students (Examples are the italicized words. These are the words beyond the first 1500 on the Silverthorn list.)
2. Dictate the whole piece (all 12 segments) without stopping at the given rate (60 words a minute); that is, allow 15 seconds for each segment of the dictation.
3. Allow students to ask for the correct outlines of words they found troublesome, or preview words in the first three segments of the dictation.
4. Dictate the first three segments of the dictation, but allow 10 seconds for each group of words that were originally dictated in 15 seconds. This makes a half minute of dictation at 90 words a minute.
5. While students rest (10 or 15 seconds) encourage them to ask for correct outlines of bothersome words. Encourage them to respond to each word even though they cannot write the word in its entirety. It is extremely important that they make some response to each word dictated.
6. Redictate the first three segments plus the fourth, allowing 11 seconds for each group of words, a total of about 45 seconds at about 80 words a minute.
7. Allow the students to rest about ten seconds while encouraging them to write better formed outlines and to read over quickly what they have just written.
8. Redictate the first four segments plus the fifth, allowing 12 seconds for each group of words. This makes one minute of dictation at a rate considerably slower (75 words per minute) than the first fast spurt which was 90 words a minute.

Second Cycle:

9. Starting with the fourth group of words, dictate 3 segments (4, 5, and 6) using 10 seconds for each group of words (total 30 seconds).
10. Dictate sections 4, 5, 6, and 7 in 11 seconds each.
11. Dictate segments 4, 5, 6, 7, and 8 in 12 seconds each.

Third Cycle:

12. Start with the seventh section and dictate groups 7, 8, and 9, using 10 seconds for each group of words.
13. Dictate segments 7, 8, 9, and 10, with 11 seconds allowed for each group.
14. Dictate sections 7, 8, 9, 10, and 11 and allow 12 seconds for each group of words.

Fourth Cycle:

15. Starting with the tenth group of words, dictate sections 10, 11, and 12 in 10 seconds each.
16. Repeat these 3 sections in 11 seconds each.
17. Repeat these 3 sections in 12 seconds each.

Summary Cycle:

18. Redictate the entire piece of dictation allowing 13 seconds for each group of words instead of the original 15 (68 words a minute).

The time required to present an entire 3-minute piece of dictation is about 20 or 25 minutes, depending on the number of questions students ask.

During each of the rest periods (not over 15 seconds each) between spurts, students should be encouraged to read over their notes, ask questions about unfamiliar words, and practice the outlines they know but on which they hesitated. The pattern of this dictation speed-building scheme is summarized in Table II.

Table II

Cycle	Segments Dictated	Time Per Segment
1	1-12	15 sec.
	1, 2, 3	10 sec.
	1, 2, 3, 4	11 sec.
	1, 2, 3, 4, 5	12 sec.
2	4, 5, 6	10 sec.
	4, 5, 6, 7	11 sec.
	4, 5, 6, 7, 8	12 sec.
3	7, 8, 9	10 sec.
	7, 8, 9, 10	11 sec.
	7, 8, 9, 10, 11	12 sec.
4	10, 11, 12	10 sec.
	10, 11, 12	11 sec.
	10, 11, 12	12 sec.
Summary	1-12	13 sec.

Repetitive Dictation
(Christensen et al., 1974)

A dictation procedure which is useful in forcing faster writing speeds is frequently referred to as repetitive dictation. When this procedure is used, students are advised that material is to be dictated in thought phrases which overlap each other. Students should attempt to write everything that is dictated, but if that is not possible, then at least each new thought phrase is to be written immediately when it is first dictated.

The repetitive dictation procedure can be illustrated with the following segment of dictation material:

> Dear Mr. Dean: At the March meeting of the board of directors it was decided that the company's home office will be transferred to Chicago next year. Please keep this development in mind as next year's personnel needs are determined.

A typical repetitive dictation pattern for this material might resemble the following:

Dear Mr. Dean:..Dear Mr. Dean:..At the March meeting...At the March meeting...of the board of directors...the board of directors...it was decided...it was decided...that the company's home office...the company's home office...will be transferred...will be transferred to Chicago...to Chicago next year...next year...Please keep this development...this development in mind...in mind...as next year's personnel needs...personnel needs are determined...are determined.

When an entire dictation segment has been dictated according to the repetitive pattern, it may be advisable to dictate the segment again at a constant level dictation rate which pushes students insofar as possible to write at or near their fastest writing levels.

Speed-Forcing Plan
(Gregg et al., 1966)

This speed-forcing drill adapts easily to dictation materials of all lengths; thus, the instructor can conduct either short or long dictation drills while using this plan. To simplify the explanation of this plan, assume that students are able to write the first dictation of a one-minute take at approximately 60 words a minute. Basically, this plan works as follows:

1. Select three short letters for classroom dictation.
2. Preview the first letter, and conduct class drill on the preview.
3. Dictate the first letter at 60 words a minute.
4. Preview the second letter, and then have the class quickly read from the previews for both letters.
5. Redictate the first letter at 70 words a minute; dictate the second letter at 60 words a minute.
6. Preview the third letter, and conduct class drill on previews for all three letters.
7. Dictate the first letter at 80 words a minute, the second at 70 words a minute, and the third at 60 words a minute.
8. Have the class rapidly read previews for all three letters.
9. Dictate the first letter at 90 words a minute, the second at 80 words a minute, and the third at 70 words a minute.
10. Finally, dictate all three letters at 80 words a minute.

For shorter drill periods, this plan can be used effectively for concentrated drill work on one letter. In this case, divide the letter into three parts and proceed with dictation, following the basic procedure described above.

High-Low Dictation
(Balsley, 1974)

This device is helpful if there is a wide speed range in the class. In using this device, the instructor tells the students there will be pauses in the dictation. The dictation rate is rapid, but the pauses cause the overall rate of the

dictation to be slower. For example, a teacher may say to the class, "I am going to dictate at 100 words a minute on an 80-word base. Your object is to try to take the dictation fast enough that you will be waiting for me to resume dictation." If dictation were given at 100 words a minute on an 80-word base, the teacher would dictate the first 20-word group in 12 seconds; then wait 3 seconds, and then resume dictating; the next 20-word group would be dictated in 12 seconds, then pause for another 3 seconds, etc. After completing the dictation in this manner, the teacher would redictate the entire take at 90 words a minute.

Introducing Transcription

Transcription should **begin early** in beginning shorthand with small portions of time devoted to **simple** activities. The amount of time allotted for these activities should increase gradually as the activities become more complex. Included in the transcription process are several pre-transcription experiences (those skills necessary to produce a mailable letter) which should be a part of the instructional program.

Pre-transcription experiences. Initially, transcription consists of providing instructional materials which review the pre-transcription aspects of shorthand. These activities should include a review of punctuation, spelling, words which are often confused, expression of numbers, syllabication, proofreading drills, capitalization, and correct typewritten format. A portion of the instructional time during each of the semesters of shorthand should be used for these activities.

Once a rule has been studied, materials used for speed building and for typewritten transcription should contain examples of the material studied. If the textbook contains material that emphasizes pre-transcription activities, additional drill can be provided by having the students write their shorthand homework from either the textbook or the student transcript without inserting any punctuation. After the homework has been written in the student's notebook, the student is asked to read the homework and insert the correct punctuation marks, using a different color pen from that used to write the homework.

In-class activities also should emphasize pre-transcription skills. This can be accomplished in many different ways and can consist of activities such as having students spell in longhand selected words from the day's lesson. Since transcription is a highly complex skill, pre-transcription activities must be **taught thoroughly** and **continually emphasized** by providing many opportunities to acquire these skills both in class and in homework activities.

Transcription skill building. A total transcription approach takes into consideration the development and coordination of all pre-transcription activities as well as typewritten transcription. Typewritten transcription should begin during the first year of shorthand with the skill developed and refined during the succeeding semesters until students are able to produce a mailable transcript from dictation within a reasonable amount of time.

Initially, only a few minutes should be devoted to typewritten transcription of familiar material. Although some teachers prefer to begin with longhand transcription, if typewriters are available and students have previously completed beginning typewriting, this step is not necessary.

Machine transcription can be introduced in the first semester as early as the second week of instruction. The total shorthand sequence must be considered before a decision is made as to when to begin machine transcription. However, if only one year of shorthand instruction is available, machine transcription must begin early, even if only a few minutes of time can be devoted to this activity.

A variety of transcription skill-building activities and drills should be used, with most of the activities timed. In the beginning, drill might consist of a one-minute timing on simple, familiar sentences taken from the textbook. Eventually longer timings of unfamiliar material using more complex sentences should be given from homework notes and finally from dictated material.

Almost any drill appropriate for a typewriting class will work for transcription (see Crank et al., for several different drills). During this skill-building stage, students should be exposed to at least one acceptable letter style and have an opportunity to transcribe from textbook or homework notes letters set up in correct form.

Developing Transcription Ability

After pre-transcription activities have been completed and students have been involved in timed typewritten transcription drills, students should be introduced to the total transcription process. This process should begin with a demonstration of proper transcription techniques, which includes instruction on reading material to insert punctuation prior to beginning the typewritten transcript, the proper arrangement of work materials, the use of the dictionary and other aids, and the correct procedure for proofreading (reading material prior to removing from the typewriter).

Students should begin by transcribing short, simple letters which have been previewed and which are dictated at a speed slow enough so that low-ability students are able to record the dictation. After the material has been dictated, students should be asked to read the letter and insert punctuation and paragraphing, which are then checked for correctness. Punctuation marks and paragraphs **should not** be dictated, as students need to learn that making these decisions is part of the transcription process.

The inside address for the letter should be placed on the chalkboard or given to the students in duplicated form. Students should be asked to judge the length of the letter from the amount of shorthand notes. At first, the teacher should help students judge the length of the letter until they have been exposed to several lengths and are able to determine the correct placement. The transcription process is also simplified if students have been taught one simple letter style to use during the initial stages of developing transcription ability.

Students should be observed while transcribing, so that obvious weaknesses (e.g., handling materials, using the dictionary and other aids) can be corrected immediately. If the teacher makes a habit of walking around the classroom while students are transcribing, this practice will not cause nervousness on the part of the students.

As students increase in transcription ability, letters of increasing length and complexity can be dictated. Occasionally multiple copies should be assigned. At all times the speed of dictation should be slow enough that lower-ability students can record the dictation, since the purpose of transcription is to be able to transcribe a mailable letter from recorded notes at a reasonable rate of speed. The ability to take dictation at increasingly faster rates is the goal of speed building and is evaluated through dictation tests which are usually three minutes in length (see section on Evaluation of Student Progress).

Transcription is an essential and important component of shorthand instruction. It should start early in the shorthand sequence with very short periods of time devoted to this activity. The amount of time devoted to transcription should increase on a systematic basis until near the end of shorthand instruction. Then the majority of time should be spent on transcription activities.

After pre-transcription activities have been completed, most transcription should be timed. This does not mean that transcription rates need to be computed every time, but students should be timed even if rates are not to be calculated. This helps make students aware of the need to complete tasks in an acceptable manner in a minimum amount of time. When transcription production rates are figured, a 5-stroke word should be used rather than the 1.4 standard word count used for dictation. Thus, if the material dictated is counted only for dictation, the 5-stroke word count will need to be determined before the student's transcription production rate can be calculated.

Transcription activities are usually evaluated on some type of mailability plan. A mailable letter is one which meets the minimum standards of the dictator and is one which the dictator would be willing to sign and mail. Differences exist among educators as to these minimum standards.

Mailability Concept. Since the evaluation of transcripts is in terms of mailability standards, each teacher needs to develop criteria for mailability. McLean (1976, p. 27) in a research review on mailability concluded that "a definition of mailability is difficult to isolate because meanings vary from person to person and situation to situation." McLean suggests that mailability criteria should be based upon input from the business community. Of the mailability standards discussed, the list by West (1969, p. 580-581) which was developed by summarizing five different studies where employers responded to the importance of errors seems to be most appropriate. His list is given below:

Gross errors making the item unusable (not mailable)

1. Word errors (omitted, added, substituted, repeated, transposed) that affect meaning

2. Misspelled words (particularly proper names)
3. Noticeably poor erasures
4. Incorrect word division
5. Grossly poor horizontal or vertical placement or violation of conventional format
6. Frequent typographical errors within one item

Errors acceptable if corrected (mailable with corrections)

1. Notably misaligned capital letters or letters within words
2. Strikeovers that are noticeable
3. Failure to capitalize
4. Omitted hyphen
5. Typographical errors (misstrokes within words or figures)
6. Spaces within words

Trivial errors acceptable uncorrected or corrected in longhand (mailable)

1. Two spaces between words
2. Irregular spacing before and after punctuation marks
3. Piling or spreading of letters within words
4. Nearly invisible strikeovers

Errors on which practices are divided

1. Irregular indention of paragraphs
2. Items somewhat askew on the page
3. Uneven left or right margin
4. Omitted space between words
5. Grossly uneven touch
6. Slightly elevated capitals
7. Small deviations from good placement or conventional format

Those areas on which the practices are divided can be reassigned according to individual teacher preference to one of the other three categories to obtain a list against which mailability can be evaluated. West (1969, p. 581) does state that "it is important to charge at least some penalty, however small, to any discrepancy from perfection. Otherwise, there is no standard against which discrepancies can be evaluated." Ianizzi (1967) agreees with this idea. She recommended in her research on transcription and shorthand errors that the goal of all transcription should be verbatim, not mailable transcripts, with more credit given to verbatim transcripts. Those transcripts that are mailable but not reproduced verbatim should be accepted for less credit.

Each teacher should develop a list against which mailability can be evaluated. However, any system for evaluating mailability should allow more credit for verbatim work.

Office-Style Dictation. The majority of the dictation should be timed; however, near the end of the shorthand sequence some office-style dictation should be given so that students become familiar with the procedures required of them on the job. Opportunities should be provided for students to

take dictation under less than ideal conditions, with the dictator changing his/her mind during the dictation (adding, deleting, or changing what has been dictated).

Students should also be given an opportunity to check figures for accuracy, to verify addresses and names, and to correct grammar. Occasionally, students should transcribe from cold notes (notes written the previous day), as this is also a realistic on-the-job activity.

Assigning Homework

Shorthand homework assignments are essential if appropriate skill levels are to be achieved in the amount of time available for shorthand instruction. However, unless carefully planned assignments are given which take into account the specific goals to be achieved, little or no value may result from assigning homework. Since goals change as students progress, homework assignments need to change to meet these new goals; and students need to be informed of the objective(s) of the homework assignment. Further, homework assignments should be integrated into the next class session so that students are encouraged to complete the homework in the manner assigned.

Several different types of out-of-class activities may be assigned for homework. Usually a combination of activities is selected, with assignments varied as students progress through shorthand instruction. For the most part, homework consists of reading and writing exercises selected from the textbook; but these assignments should be varied so that students are continually challenged.

Typical homework assignments include some type of reading activity. Usually, students are assigned to read and study the isolated words used to illustrate new theory prior to reading the contextual material. After studying the words, the students read the contextual material as many times as necessary to reach the desired reading goal (see section on Building Reading Skill for a discussion of setting homework reading goals).

Writing the contextual material is another type of homework assignment which is frequently used. This type of assignment should occur only after the students are able to read fluently the material to be written. Students should be given explicit instructions as to how the shorthand writing assignment is to be completed. Several different procedures can be used to vary the writing assignment. These include using self dictation where students read a sentence in shorthand from the textbook and then dictate that sentence to themselves from memory at a rapid rate while writing the material in shorthand in the stenographer's notebook.

Another effective method is to have students write from printed copy. If the student transcript is used, the outlines written can be checked for accuracy using the textbook. Ideally, part of the homework practice should be from tapes or records if such facilities are available for student use.

The amount of homework to be assigned should be determined only after considering the benefit derived from the homework. The amount of time students should be expected to spend on outside-of-class practice may vary

according to the stage of learning and the skill level of the student; however, students should be able to complete the assignments within a reasonable amount of time. Homework assignments must be a part of the overall teaching plan and should be assigned with the purpose of helping students reach pre-determined goals. The value of homework cannot be determined by the amount of work completed, but rather the real test is in the value received from the assignment.

No homework assignment should require the student to write **all** the plates in a shorthand lesson more than once; however, selected passages which are to be used for speed building might be assigned for repetitive practice. In addition, students should not be asked to write a certain number of pages of homework since such an assignment does not allow for differences in the size of shorthand outlines.

Selection of Instructional Materials

The selection of appropriate instructional materials for teaching shorthand remains a vital concern to business educators. Authorities differ as to whether instructional materials should be vocabulary controlled, unrestricted, or compiled from actual business correspondence. Almost all would agree that material selected for teaching beginning shorthand should provide for some type of systematic repetition of words illustrating the shorthand principles and/or pre-transcription activities covered previously. Also, most would agree that materials used for testing should be similar to those used for instruction. Further, although not all authorities would agree, prior research seems to indicate that shorthand learning achievement in beginning shorthand may increase when instructional materials are vocabulary controlled.

Vocabulary Control

A research basis for using vocabulary-controlled instructional materials in beginning shorthand consisting of only the first 1500 most frequently used words has been established by Gallion (1968) and Anderson (1969). Additional research in this area was completed by Rice (1975) whose work was based upon using an expanded vocabulary of up to 2500 most frequently used words. These studies tend to support the controlled vocabulary approach of basing instructional materials in beginning shorthand upon the most frequently used words in business correspondence.

If a controlled vocabulary approach is used, consideration must be given as to which business vocabulary word list should be used. Many of the studies concerned with word frequency have been based upon Silverthorn's list (1955) with the more recent work using either Mellinger's list (1970), Perry's list (1968), or the Silverthorn-Perry Merged Business Vocabulary. Since there are some differences in the word frequencies in the various lists, the list used to develop materials is of importance; however, the use of vocabulary-controlled material based upon any of the business word frequency lists is likely to be superior to using materials which are not vocabulary controlled.

A question which must be answered in using a vocabulary-controlled approach is the length of time students should be exposed to only limited vocabulary materials. Although no research has been directed to this matter, the author suggests that a feasible plan is to concentrate upon the learning of the 1500 most frequently used words during the presentation of theory. The 1500 frequently used words account for approximately 85 percent of all words used in business writing. The vocabulary base could be expanded to 2500 words after initial theory has been presented. By the end of shorthand instruction, students should be exposed to an unlimited vocabulary so that the ability to write unfamiliar words is developed.

Dictation Materials

Instructional materials selected for dictation purposes in the initial stages of skill development should provide reinforcement of the principles covered previously. Probably these materials should be vocabulary controlled with the student previously exposed to all of the words during the theory presentation. If the students have already studied all words during theory presentation, initial speed building can be accomplished by using new-matter dictation material. Using this type of material should help to assure mastery of high frequency words as well as the automatization of the Brief/Speed forms.

After the completion of theory, shorthand dictation material should become progressively more difficult (i.e., the vocabulary base should be expanded). It would be ideal if the actual difficulty of shorthand dictation material could be determined. However, researchers (Hillestad, 1960; Uthe, 1966; Mickelsen, 1970; and Nickerson, 1977) attempting to measure the difficulty of dictation materials have not been able to determine very successfully the difficulty of these materials. Research does clearly indicate that a syllabic intensity of 1.4 does not describe the vocabulary of business. Further, the vocabulary level as determined by the most frequently used words in business communications is an important contributor to the difficulty of shorthand dictation materials.

Dictation materials selected for both practice and testing purposes should be based upon materials of comparable levels of difficulty. Using material of varying and unknown difficulty does not provide a sound basis for assessing the achievement of students or for developing skill. Since syllabic intensity is not effective as an indicator of the difficulty of dictation materials, other appropriate measures, such as vocabulary level, should be used. Thus, a teacher may wish to select material for dictation that emphasizes the 1500 most frequently used words during theory presentation, the 2500 most frequently used words during the second semester, and material with an unlimited vocabulary base after the second semester. Material with an unlimited vocabulary base should have a substantial number of words not among the 1500 most frequently used words since this type of material should increase the student's ability to take more difficult dictation.

Programmed Materials

Programmed instruction, at various academic and achievement levels, has been used effectively in shorthand classes to present theory based upon the 2500 most frequently used words (Rice, 1975), to present punctuation rules (Perkins, 1970), and for homework instruction (Waters, 1964; Clark, 1967).

Other studies have been completed to determine the effectiveness of published materials. O'Connell (1967) studied the effectiveness of *Programmed Gregg Shorthand* (Hosler et al., 1969) while Simcoe (1975) and Gilmore (1976) evaluated Gregg's *Individual Progress Method* (Leslie et al., 1972). It is difficult to provide conclusive evidence on programmed instruction in shorthand since each study used different programmed materials at different levels of achievement with different objectives. However, there is some indication that programmed instruction may be effective, particularly in classes where a wide range of student abilities is found (Gilmore, 1976). Further, using programmed materials for homework in some of the pretranscription areas may be effective in developing initial skill in these areas.

Workbooks

In addition to the basic textbook for each semester of instruction, workbooks correlated with the textbook are available for most shorthand systems. These workbooks can be of value if classroom instruction time is not used for students to complete the workbook assignments and if the material contained within the workbook helps students achieve the objectives of the course. Thus, each teacher should study carefully the workbook, keeping in mind the objectives of the course and the amount of time available to achieve these objectives, before making a decision to use the supplementary instructional aids provided by the authors of the textbooks.

Using Audio-Visual Aids

A number of supplementary instructional aids are available for use in shorthand. Among the audio-visual materials available, dictation tapes and transparencies are those most often used in shorthand classes. These materials may be either professionally or teacher prepared. If used appropriately, these aids provide additional alternatives for shorthand instruction.

Dictation Tapes

Dictation tapes are especially effective when used for remedial instruction or speed building. Individualized instruction can be provided through the use of multiple-channel dictation laboratories. If a lab is not available, portable cassette players can be inexpensively provided.

Although claims have been made that students achieve higher skill levels when using individualized tapes, research has not supported these claims. However, this does not necessarily imply that using tapes is of no value,

since the studies tended to show that tapes are as effective as teacher dictation. Thus, occasionally using tapes in the classroom frees the teacher to work with individual students.

Speed-building tapes can also be effectively used for homework. If tapes are used in a lab situation, preview sheets should always be available for student use. Thus, the teacher may need to prepare preview sheets for commercially purchased tapes. Those words selected for preview should be the less-frequently occurring words (beyond the 1500-word frequency might be a good choice) and should be provided to the student in alphabetical order so that students can easily locate the word. In addition, several shorthand dictionaries should be kept in the laboratory; and students should be encouraged to look up words they do not know how to write.

Tapes, if properly utilized, are effective instructional aids; however, they are simply an aid and should not be used exclusively.

Transparencies

Using an overhead projector provides variety and saves valuable time for some shorthand learning activities. The overhead projector is not a substitute for the chalkboard, but it does provide the following advantages (Putney, 1964).

1. The instructor faces the class at the front of the room when writing shorthand.
2. Students are able to observe the shorthand movements while the instructor is writing.
3. Transparency projection more nearly resembles a page in a stenographer's notebook than does the chalkboard.
4. The outlines resemble the students' shorthand notes more closely than do outlines written with chalk.
5. Transparencies can be used for review.

Commercially prepared transparencies are available, or the teacher may prepare transparencies. If the overhead projector is used to present new theory, words should be written on the transparency during the class, with students observing the way the outlines are constructed. Transparencies are particularly useful for reviewing previously taught material. They are also good for presenting many pre-transcription aspects of shorthand instruction.

Evaluation of Student Progress

Evaluation at each level of shorthand should be based upon the objectives of the course. Since shorthand is a skill subject, standards for each semester and the percentage allotments for those areas to be evaluated should be agreed upon by the department. Appropriate tests must be constructed to determine whether the standards have been attained. Several different types of evaluation instruments will be required to evaluate the students' progress through shorthand theory, speed development, and transcription. The following areas are among those which are used for evaluation.

Reading

In the first semester of shorthand, reading is an important part of homework. Usually, students are encouraged to read rapidly (see section on Building Reading Skill), and occasionally reading scores are recorded. The reading standards given below are suggested for the first semester in the *Shorthand Guide for Colorado Schools* (1970).

First Six Weeks
A = reading 150 or more wam
B = reading 125 to 149 wam
C = reading 100 to 124 wam
D = reading 75 to 99 wam

Second Six Weeks
A = reading 175 or more wam
B = reading 150 to 174 wam
C = reading 125 to 149 wam
D = reading 100 to 124 wam

Third Six Weeks
A = reading 200 or more wam
B = reading 175 to 199 wam
C = reading 150 to 174 wam
D = reading 125 to 149 wam

These standards are based upon a minimum reading rate of 150 words a minute by the end of the first semester and are an appropriate guide to use when grades are given for reading.

Brief/Speed Form Tests

Since Brief/Speed Forms are abbreviations which do not contain all the shorthand characters for the words they represent, mastery of these short forms is essential. Although various ways can be used to check the student's mastery of these shortened forms throughout the semester, the final requirement should be that students should write in shorthand and transcribe correctly all of the root Brief/Speed Forms with a high degree of accuracy. Those forms considered basic consist of the following:

175 symbols representing 214 words in Century 21
129 symbols representing 148 words in Gregg, Diamond Jubilee
115 symbols representing 132 words in Gregg, Series 90

This final test should be dictated with the dictation timed (one word every four seconds is an appropriate rate). If an outline represents more than one word, only one word is dictated. However, after all words are dictated, students should be instructed to transcribe all the words the outline represents. The shorthand outline and the transcription should be graded as an entity. Students who make more than the allotted number of errors (3 percent or 5 percent) should be required to repeat this test until they can demonstrate mastery of the basic Brief/Speed Forms. Many teachers prefer

not to give a letter grade on this test but to make it a requirement for satisfactorily completing the semester. If a letter grade is preferable, then the following scales may be used.

97 Percent Accuracy Requirement
A = 99-100%
B = 98%
C = 97%

95 Percent Accuracy Requirement
A = 99-100%
B = 97-98%
C = 95-96%

Theory Tests

A theory test is given to determine the student's ability to write and transcribe outlines for those words previously studied. A better name to use for this type of test might be a vocabulary test, while some prefer to call them word-list tests.

This type of test should be given fairly frequently (about once a week) during theory presentation and review. Words selected for the test should be those used in class to emphasize the principles, Brief/Speed Forms, and phrases. The tests should be fairly short (about 25 words). Also, they should be dictated with the dictation timed (words dictated about one every six seconds at first with the time gradually decreased). After all the words on the test have been dictated, the students transcribe them.

Grading should be based upon both the **accuracy of the outline** and the **accuracy of the transcription.** A minimum acceptable standard should be to require the student to write and transcribe accurately at least 75 percent of the words. The following scale is suggested for use in assigning grades to theory tests.

A = 90%
B = 85-89%
C = 80-84%
D = 75-79%

Dictation Tests

The purpose of shorthand dictation tests is to evaluate the skill with which students can record dictated material for a given length of time. Usually, these tests consist of three minutes of material dictated at a predetermined rate of speed. Although some teachers prefer to begin with one- or two-minute tests and others feel the five-minute test is essential, adequate data can be obtained by using only three-minute tests throughout shorthand instruction.

The material selected for dictation tests should be unfamiliar copy which **has not been previewed.** All tests for a specified grading period should be consistent in difficulty to provide reliable measuring instruments. Further,

the material used for testing should be similar to that selected for speed building (see section on Dictation Materials). Since no one factor determines the difficulty of dictated materials, several different factors should be selected and held within appropriate ranges on all test materials. These factors could include syllabic intensity, word frequency, Brief/Speed Forms, and possibly word endings.

Students should transcribe dictation tests in **manuscript form.** If typewriters are available, transcription should be on the typewriter. Transcripts are graded by charging as errors words that are omitted or that deviate from what was dictated. Error allowances of 5 percent or 3 percent are usually allowed, with scores recorded for those students who are able to transcribe within the error allowance. After pre-transcription exercises have been completed, some teachers also count nonshorthand transcription errors. At the end of the semester, the grades on the best two or three takes should be used to determine the student's overall grade for dictation. Thus, no more than two or three tests should be required at any one speed. After students have achieved two or three tests at a speed level, they should be forced to attempt higher speeds.

Although dictation tests are three minutes in length, students may be given credit for successfully transcribing one or two consecutive minutes of a test if the three minutes of dictation is not transcribed within the error allowance. Thus, only three-minute tests are dictated; but by grading segments, students can be given credit for one- or two-minute takes. This type of grading plan is highly motivational as it provides incentive for students to attempt higher speeds.

If new-matter dictation tests are given prior to the completion of theory, the scale provided in Figure 6 is suggested for use at the end of the first semester of shorthand instruction.

Figure 6
First Semester Grading Scale for New-Matter Dictation Material (95 percent accuracy)

Length of Test in Min.	Grades			
	A	B	C	D
	Speed/Error*	Speed/Error*	Speed/Error*	Speed/Error*
1	90/5	80/4	70/4	60/3
2	80/8	70/7	60/6	50/5
3	70/11	60/9	50/8	

*maximum error allowance

If four semesters of shorthand instruction are offered, the speed goals below are suggested for the succeeding semesters.

Second Semester Standards
A = 90 wam
B = 80 wam
C = 70 wam
D = 60 wam

Third Semester Standards
A = 110 wam
B = 100 wam
C = 90 wam
D = 80 wam

Fourth Semester Standards
A = 120 wam
B = 110 wam
C = 100 wam
D = 90 wam

These speed standards are based upon three-minute tests with a 95 percent accuracy requirement. If the shorthand sequence is not four semesters in length or if other accuracy requirements are used, the speed standards would need to be adjusted accordingly.

Transcription Tests

The evaluation of transcription activities may begin with simple activities. Some authors (Gregg, et al., 1978) suggest that longhand transcription from shorthand plate material should be the first type of test. Also, evaluation of pre-transcription activities will need to be undertaken. The main purpose of this section, however, is to discuss the evaluation of transcription production activities.

Transcription tests are used to measure the student's ability to transcribe material into mailable (usable) copy. Material for transcription is dictated at a speed about 20 words a minute lower than the dictation test speed rate since the purpose of these tests is to measure the **student's ability to transcribe and not** to measure the **student's speed of recording dictation.**

Mailability standards are used to evaluate transcription tests. Each shorthand teacher needs to develop criteria for mailability (see section on Mailability Concept) and provide the students with a list of the criteria to be used to evaluate mailability.

Various plans exist for grading transcription. Most of these plans use some type of point system which assigns points according to the length of the letter. Some plans take into account the speed of the dictation while others do not. Usually additional points are given if the material is transcribed exactly as dictated. With all plans, points are not assigned unless the letter is mailable.

In presentations made at several professional meetings, Hillestad has suggested the grading plan explained below. The number of points to be assigned each mailable letter is determined by this formula:

$$\frac{\text{Speed of dictation} \times \text{Length of letter}}{1{,}000} = \text{Number of points assigned for mailability}$$

If a letter is transcribed perfectly, the student receives bonus points equal to half of the mailable points. To illustrate, suppose a letter contains 120 words and is dictated at 100 words a minute.

$$\frac{120 \times 100}{1{,}000} = 12 \text{ points}$$

Twelve points would be assigned to a mailable letter while 18 points (12 + 6) would be assigned to a letter transcribed exactly as dictated. If the letter is not mailable, no points would be given.

Grades for a grading period would be determined by establishing percentages of the total possible points for various letter grades. The total possible points is the sum of the points that would be received if all letters were mailable. The percentages required for a letter grade could be increased during subsequent grading periods.

Usually, students are given an established amount of time (at least 30 minutes) in which to transcribe. Occasionally, the transcription rate should be computed. At first, the grading scale below could be used for assigning grades for the speed of transcribing, with the rates gradually increased.

A = 25 wam
B = 20 wam
C = 15 wam
D = 10 wam

Evaluation Plan

A total evaluation plan includes not only standards for each semester but also percentage allotments assigned to each activity. These allotments are determined by the importance of the activity during the semester. Those items to be used for evaluation each term are determined by the goals and objectives established for the semester. A sample plan for a four-semester sequence is given below:

First Semester
40%—Theory tests
40%—Dictation tests
10%—Reading
10%—Daily work

Second Semester
20%—Theory tests
50%—Dictation tests
20%—Transcription tests
10%—Daily work

Third Semester
10%—Theory tests
40%—Dictation tests
40%—Transcription tests
10%—Daily work

Fourth Semester
30%—Dictation tests
60%—Transcription tests
10%—Daily work

Each department needs to develop its own plan for grading which takes into account the goals of its particular shorthand program.

Supplementary Materials

A number of supplementary materials are available for use in shorthand classes. The appendix in this Rapid Reader contains a listing of some of these materials. This listing is not complete, but it does provide the reader with some sources of available instructional materials.

References

Anderson, A. R. *A Comparison of Dictation Speed-Development Materials and Methods in Beginning Shorthand Using a Micromolar Approach.* Doctoral dissertation, University of Northern Colorado, 1969.

Anderson, R. I. How Important are "Gregg" Shorthand Outlines? *Business Education Forum,* 1969, 24 (1), 12-14.

Balsley, I. W. *Instructor's Manual Century 21 Shorthand Theory and Practice.* Cincinnati: South-Western Publishing Company, 1974.

Blanchard, C. I. and Zoubek, C. E. *Teacher's Handbook for Expert Shorthand Speed Course, Simplified Edition.* New York: Gregg Publishing Company, 1951.

Brewington, A. Shorthand Reading Process. *U.B.E.A. Forum,* 1947, 2 (1), 27-29, 43.

Christensen, E. L. and Bell, R. D. *Teacher's Manual Century 21 Shorthand Theory and Practice.* Cincinnati: South-Western Publishing Company, 1974.

Clark, O. R. *Development and Evaluation of Programmed Materials for a Beginning Junior College Course in Gregg Shorthand, Diamond Jubilee Series.* Doctoral dissertation, University of California, Los Angeles, 1967.

Crank, D. H.; Crank, F. L.; and Hampton, D. F. *Designs for Teaching Typewritten Transcription in High School and Collegiate Shorthand Classes.* Northern Illinois University.

Eiken, S. Consider the Micron olar Behavior Theory in Speed Development. *Delta Pi Epsilon Journal,* 1965, 7 (4), 108-112.

Flood, H. A. *Brass Tacks of Skill Building in Shorthand.* New York: Prentice Hall, Inc., 1951.

Gaffga, R. H. Shorthand Accuracy. *Journal of Business Education,* 1976, 51 (8), 354-355.

Gallion, L. M. *A Comparison of Dictation Speed Development Materials and Methods in Beginning Shorthand.* Doctoral dissertation, University of Northern Colorado, 1968.

Gallion, L. M. The Teaching of Shorthand and Transcription. In C. C. Calhoun and M. Hillestad (eds), *Contributions of Research to Business Education.* National Business Education Yearbook No. 9. Washington, D.C.: National Business Education Association, 1971.

Gilmore, M. C. *A Comparison of a Traditional Approach and a Programmed Approach to Developing Shorthand Skill in Inner-City Schools.* Doctoral thesis, University of Minnesota, 1976.

Gregg, J. R.; Blanchard, C. I.; Baldwin, W. W.; and Popham, E. *Instructor's Handbook for Gregg Speed Building for Colleges, Diamond Jubilee Series.* New York: Gregg Publishing Company, 1966.

Gregg, J. R.; Leslie, L. A.; and Zoubek, C. E. *Instructor's Handbook for Gregg Shorthand, Series 90.* New York: Gregg Division of McGraw-Hill Book Company, 1978.

Hillestad, M. C. *Factors Which Contribute to the Difficulty of Shorthand Dictation Materials.* Doctoral thesis, University of Minnesota, 1960.

Hillestad, M. Build Shorthand Speed—Positively! *Balance Sheet,* 1965, 46 (9), 388-399, 430.

Hillestad, M. Cognitive Learning Processes and Research in Shorthand Teaching. *Delta Pi Epsilon Journal,* 1977, 19 (1), 14-25.

Hillestad, M. Cognitive Learning in the Skills Area. *Journal of Business Education,* 1979, 54 (6), 278-280.

Hosler, R. J.; Condon, A; Grubbs, R. L.; and Huffman, H. *Programmed Gregg Shorthand.* New York: Gregg Division of McGraw-Hill Book Company, 1969.

Ianizzi, E. *Transcription and Shorthand Errors Among Elementary and Advanced High School Writers of Simplified and Diamond Jubilee Gregg Shorthand.* Doctor's thesis, New York University, 1967.

Leslie, L. A.; Zoubek, C. E.; and Henson, O. M. *Gregg Shorthand, Individual Progress Method, Diamond Jubilee Series.* New York; Gregg Division of McGraw-Hill Book Company, 1972.

Leslie, L. A.; Zoubek, C. E.; Lemaster, A. J.; and Strony, M. S. *Instructor's Handbook for Gregg Dictation and Introductory Transcription, Series 90.* New York: Gregg Division of McGraw-Hill Book Company, 1978.

McKenna, M. A. *An Experiment to Determine the Effect of the Early Introduction of New-Matter Dictation in the Teaching of Beginning Shorthand to College Students.* Doctoral dissertation, Michigan State University, 1966.

McLean, G. N. Evaluating transcripts by mailability—a research review. *Business Education World,* 1976, 56 (5), 26-27.

Mellinger, M. *Basic Vocabulary for Written Business Office Communications.* Chicago: Chicago State College Publications Series, 1970.

Mickelsen, L. P. *The Relationship Between Word Frequency and the Difficulty of Shorthand Dictation Materials.* Doctoral dissertation, University of North Dakota, 1970.

Nickerson, I. A. *A Measure of the Difficulty of Shorthand Dictation Materials.* Doctoral dissertation, Louisiana Tech University, 1977.

Ober, B. S. The Role of Memorization and Context Clues in the Learning of Shorthand. *Business Education World,* 1975, 55 (3), 18-19.

O'Connell, M. M. *An Experimental Study to Determine the Effectiveness of Programmed Gregg Shorthand Materials.* Doctoral dissertation, University of Wisconsin, 1967.

Perkins, W. E. Development and Evaluation of Programmed Punctuation Materials for Transcription Classes. *Delta Pi Epsilon Journal,* 1970, 13 (1), 1-9.

Perry, D. J. *An Analytical Comparison of the Relative Word-Combinations Frequencies of Business Correspondence with Phrase Frequencies of Selected Shorthand Textbooks.* Doctoral dissertation, University of North Dakota, 1968.

Perry, W. G. Jr. *The Effect of Selected Homework Procedure on the Achievement of Second Semester High School Shorthand Students.* Doctoral dissertation, University of North Dakota, 1974.

Persing, B. S. *A Classroom Investigation of When to Begin New-Matter Dictation in Gregg Shorthand.* Doctoral dissertation, University of Oklahoma, 1966.

Putney, A. Using an Overhead Projector in Beginning Shorthand. *Journal of Business Education,* 1964, 40 (1), 20.

Rice, P. C. *The Effect of Controlled Vocabulary Materials During Theory Presentation in College-Level Beginning Shorthand.* Doctoral dissertation, University of Tennessee, 1975.

Shorthand Guide for Colorado Schools. Denver: Colorado Department of Education, 1970.

Silverthorn, J. E. *The Basic Vocabulary of Written Business Communications.* Doctoral dissertation, Indiana University, 1955.

Simcoe, A. L. An Investigation of the Effectiveness of Gregg Shorthand IPM. *Business Education World,* 1975, 56 (2), 30-31.

Uthe, E. F. *An Evaluation of the Difficulty Level of Shorthand Dictation Materials.* Doctoral dissertation, University of Minnesota, 1966.

Waters, M. L. *An Experimental Study of Programmed Shorthand Homework.* Doctoral dissertation, University of Northern Colorado, 1964.

West, L. J. *Acquisition of Typewriting Skills.* New York: Pitman Publishing Company, 1969.

Appendix

Supplementary Materials

Speed-Building Tapes

Speed-building tapes and/or records are available from the following companies:

Dictation Disc Company
240 Madison Avenue
New York, NY 10016

Gregg Division
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

National Book Company
1019 SW Tenth Avenue
Portland, OR 97205

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Twin Oaks Publishing, Inc.
134 Mason Street
Rehoboth, MA 02769

J. Weston Walch, Publisher
Box 658
Portland, ME 04104

Western Tape
2761 Marine Way
Mountain View, CA 94042

Dictation & Test Materials
Beta Zeta Chapter
Delta Pi Epsilon
School of Business
Indiana State University
Terre Haute, IN 47809

Dictation Material for Beginning Shorthand by Leona Gallion and Barbara Minnick.

Gregg Division
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Dictation for Transcription, Series 90 by Louis A. Leslie, Charles E. Zoubek, A. James Lemaster, and John C. Peterson, 1979.

Speed Dictation with Previews in Gregg Shorthand, Series 90, by Louis A. Leslie, Charles E. Zoubek, and Gregg Condon, 1978.

Dictation for Transcription, Diamond Jubilee Series, 2nd Edition, by Louis A. Leslie and Charles E. Zoubek, 1972.

Short Business Letters for Dictation and Transcription, Diamond Jubilee Series, Charles E. Zoubek, 1970.

Speed Dictation with Previews in Gregg Shorthand, Diamond Jubilee Series, Charles E. Zoubek, 1963.

Progressive Dictation with Previews, Charles E. Zoubek, 1956.

Transcription Dictation by Louis A. Leslie and Charles E. Zoubek, 1956.

Dictation for Mailable Transcripts by Louis A. Leslie and Charles E. Zoubek, 1950.

Interstate Printers & Publishers
19-27 North Jackson Street
Danville, IL 61832

Computer Analyzed Vocabulary-Controlled Dictation Tests for Beginning Gregg and Century 21 Shorthand by Barbara J. Minnick, Leona M. Gallion, and C. Bruce Kavan, 1977.

Computer Analyzed Vocabulary-Controlled Dictation Materials for Beginning Gregg Shorthand by Leona M. Gallion and C. Bruce Kavan, 1974.

Pitman Publishing Company
20 East 46th Street
New York, NY 10020

Practical Dictation and Transcription, Longhand Edition, by Dorothy F. Haydon and Elayne Gordon, 1965.

Basic Dictation, Longhand Edition by Simon A. Duchan, 1963.

Shorthand Speed Drills, Longhand Edition by Paul Mouser, 1939.

Department of Business Education
Illinois State University
Normal, IL 61761

Brief Forms' Letters Dictation Material by Alfred L. Kaisershot.

University of Utah
Salt Lake City, UT 84112

Shorthand Dictation ABC's by Allien R. Russon, 1969.

Utah State Board of Education
Gary M. Lloyd, State Specialist
Business and Office Occupations
Salt Lake City, UT 84114

Shorthand and Speedbuilding Materials and Dictation Tests Emphasizing the 1,500 Most-Used Words, 1977.

Words, Inc.
Box 8571, University Station
Knoxville, TN 37916

Shorthand: New-Matter Dictation by Edgar Ray Smith and Donald Reese, 1974.

Shorthand: Vocabulary and Speed Tests by Edgar Ray Smith and Donald Reese, 1974.

Shorthand: Reinforcement Material by Edgar Ray Smith and Donald Reese, 1971.

Shorthand: Dictation Letters by Edgar Ray Smith and Donald Reese, 1971.

Bulletin Boards and Games

Prepared displays, bulletin board ideas, and games are available from the following companies:

Business Teaching Aids
P.O. Box 189
Sharpsburg, NC 27878

National Business Education Association
1906 Association Drive
Reston, VA 22091

J. Weston Walch
Box 658
Portland, ME 04104

Miscellaneous Materials

Gregg Division
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Transcribing Speed Studies by Arnold C. Condon, Gregg A. Condon, and Alan C. Lloyd, 1974.

English Style Skill-Builders: A Self-Improvement Program for Transcribers and Typists by Joseph B. Cleary and Joan McCoola Lacombe.

Key-Kopy Klouds
P.O. Box 534
Bridgeport, CT 06601

Programmed Spelling List by Clair Garman, 1974.

Northern Illinois University
DeKalb, IL 60115

Designs for Teaching Typewritten Transcription in High School and Collegiate Shorthand Classes by Doris H. Crank, Floyd L. Crank, and Donald F. Hampton.

Pitman Publishing Company
20 East 46th Street
New York, NY 10020

Transcription Office Practice Set by Esther Sandry, 1972.

South-Western Publishing Company
5101 Madison Avenue
Cincinnati, OH 45227

Punctuation: A Programmed Approach by W. E. Perkins, 1972.

DELTA PI EPSILON fraternity, founded in 1936, is an honorary graduate organization for men and women devoted to the advancement and professionalization of business education. Through its ideals of service, leadership and cooperation, the fraternity strives to make significant and unique contributions to professional growth and scholarly achievement in business education. In the words of its founder, Dr. Paul Lomax, can be seen the scope of the fraternity, "The professional interests of Delta Pi Epsilon encompass the whole of business education in relation to the entire fields of American business and American education. Its membership... must always think in terms of the common good and advancement of all our business teachers and of all students who pursue courses in business education."

DELTA PI EPSILON CHAPTERS, INSTITUTIONS, CITIES, STATES

ALPHA: New York University, New York, NY 10003
BETA: Oklahoma State University, Stillwater, OK 74074
GAMMA: University of Pittsburgh, Pittsburgh, PA 15260
DELTA: University of Cincinnati, Cincinnati, OH 45221
EPSILON: Boston University, Boston, MA 02215
ZETA: University of North Carolina, Greensboro, NC 27412
ETA: University of Denver, Denver, CO 80210
THETA: Indiana University, Bloomington, IN 47405
IOTA: Syracuse University, Syracuse, NY 13210
KAPPA: University of Michigan, Ann Arbor, MI 48103
LAMBDA: Northwestern University, Evanston, IL 60201
MU: University of Tennessee, Knoxville, TN 37916
NU: University of Kentucky, Lexington, KY 40506
XI: University of Florida, Gainesville, FL 32603
OMICRON: University of Iowa, Iowa City, IA 52240
PI: Ball State University, Muncie, IN 47306
RHO: Ohio State University, Columbus, OH 43210
SIGMA: University of Oklahoma, Norman, OK 73069
TAU: Columbia University, New York, NY 10027 (inactive)
UPSILON: University of Mississippi, University, MS 38677
PHI: University of Minnesota, Minneapolis, MN 55455
CHI: Pennsylvania State University, State College, PA 16802 (inactive)
PSI: University of Southern California, Los Angeles, CA 90007
OMEGA: George Peabody College for Teachers, Nashville, TN 37203
ALPHA ALPHA: University of Northern Colorado, Greeley, CO 80631
ALPHA BETA: University of Illinois, Urbana, IL 61803
ALPHA GAMMA: University of Houston, Houston, TX 77004
ALPHA DELTA: Emporia State University, Emporia, KS 66801
ALPHA EPSILON: North Texas State University, Denton, TX 76203
ALPHA ZETA: Temple University, Philadelphia, PA 19122
ALPHA ETA: University of Wisconsin—Madison, Madison, WI 53706
ALPHA THETA: University of Texas, Austin, TX 78712
ALPHA IOTA: University of Colorado, Boulder, CO 80304
ALPHA KAPPA: San Francisco State University, San Francisco, CA 94132
ALPHA LAMBDA: Michigan State University, East Lansing, MI 48823
ALPHA MU: State University of New York, Albany, NY 12203
ALPHA NU: University of North Dakota, Grand Forks, ND 58202
ALPHA XI: Hunter College of the City University of New York, New York, NY 10021
ALPHA OMICRON: University of California at Los Angeles, Los Angeles, CA 90024
ALPHA PI: Wayne State University, Detroit, MI 48202
ALPHA RHO: California State University, Fresno, Fresno, CA 93726
ALPHA SIGMA: Arizona State University, Tempe, AZ 85281
ALPHA TAU: University of Northern Iowa, Cedar Falls, IA 50631
ALPHA UPSILON: University of Nebraska, Lincoln, NE 68508
ALPHA PHI: Northern Illinois University, DeKalb, IL 60115
ALPHA CHI: Rider College, Lawrenceville, NJ 08648
ALPHA PSI: Mankato State University, Mankato, MN 56001
ALPHA OMEGA: Brigham Young University, Provo, UT 84601
BETA ALPHA: Indiana University of Pennsylvania, Indiana, PA 15701
BETA BETA: Southern Illinois University at Edwardsville, Edwardsville, IL 62025
BETA GAMMA: Virginia Polytechnic Institute and State University, Blacksburg, VA 24061
BETA DELTA: University of Georgia, Athens, GA 30601
BETA EPSILON: San Jose State University, San Jose, CA 95192
BETA ZETA: Indiana State University, Terre Haute, IN 47809
BETA ETA: Bowling Green State University, Bowling Green, OH 43403
BETA THETA: University of Wisconsin—Whitewater, Whitewater, WI 53190
BETA IOTA: Illinois State University, Normal, IL 61761
BETA KAPPA: Portland State University, Portland, OR 97207
BETA LAMBDA: Shippensburg State College, Shippensburg, PA 17257
BETA MU: Central Connecticut State College, New Britain, CT 06050
BETA NU: Utah State University, Logan, UT 84321
BETA XI: Memphis State University, Memphis, TN 38111
BETA OMICRON: Southern Illinois University at Carbondale, Carbondale, IL 62901
BETA PI: California State University, Los Angeles, Los Angeles, CA 90032
BETA RHO: Western Michigan University, Kalamazoo, MI 49001
BETA SIGMA: University of Wisconsin—Eau Claire, Eau Claire, WI 54701
BETA TAU: Georgia State University, Atlanta, GA 30303
BETA UPSILON: Pittsburg State University, Pittsburg, KS 66762
BETA PHI: Montclair State College, Upper Montclair, NJ 07043
BETA CHI: Western Illinois University, Macomb IL 61455
BETA PSI: Eastern Illinois University, Charleston, IL 61920
BETA OMEGA: Louisiana Tech University, Ruston, LA 71270
GAMMA ALPHA: Eastern Michigan University, Ypsilanti, MI 48197
GAMMA BETA: Trenton State College, Trenton, NJ 08625
GAMMA GAMMA: Virginia Commonwealth University, Richmond, VA 23284
GAMMA DELTA: University of Rhode Island, Kingston, RI 02881
GAMMA EPSILON: East Texas State University, Commerce TX 75428
GAMMA ZETA: University of Southern Mississippi, Hattiesburg, MS 39401
GAMMA ETA: Middle Tennessee State University, Murfreesboro, TN 37130
GAMMA THETA: Arkansas State University, State University, AR 72467
GAMMA IOTA: University of the District of Columbia/Mt. Vernon Square Campus, Washington, DC 20005